

DOCUMENT RESUME

ED 034 225

CG 004 450

AUTHOR Bergson, Rita
TITLE Suggested References. PACE I.D. Center.
INSTITUTION PACE I.D. Center, South San Francisco, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 69
NOTE 14p.

EDRS PRICE EDRS Price MF-\$0.25 HC-\$0.80
DESCRIPTORS *Behavior Problems, *Bibliographies, Childhood,
*Culturally Disadvantaged, *Education, *Family
(Sociological Unit), Learning Difficulties

ABSTRACT

During the course of the PACE I.D. Center Project, 1966-1969, staff members recorded references that they felt contributed to the general knowledge of the prevention of learning and behavior problems. More specifically, those references that implied concern for the child in his total environment were considered most relevant. The references are divided into the following areas: (1) assessment, (2) early childhood, (3) clinical, (4) education, (5) community mental health, (6) family, and (7) the disadvantaged. Some entries are briefly abstracted. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

PACE I. D. Center

SUGGESTED REFERENCES

- having relevance to the early identification of and early intervention with young children with learning and/or behavior problems.

During the course of the PACE I.D. Center project, 1966 - 1969, staff members recorded references that they felt contributed to the general knowledge of the prevention of learning and behavior problems. More specifically, those references that implied concern for the child in his total environment were considered most relevant.

Prepared by: Mrs. Rita Bergson, Research Assistant

June, 1969
South San Francisco Unified School District
398 B Street
South San Francisco, Calif.

SUGGESTED REFERENCES

ASSESSMENT

Beach, D. R., Cowen, E., Trost, M., Zax, M., Izzo, L., Laird, J., and Rappaport, J. D. Objectifying and standardizing a subjective, dichotomous, clinical judgement. Paper presented at the EPA meetings. Boston, Massachusetts, April, 1967.

Boner, E. A process for early identification of emotionally disturbed children. Bulletin of the California State Dept. of Education, Sacramento, Ca., 1958, August, Vol. XXVII: No. 6.

Bower, E. M., and others. The emotionally handicapped child and the school: a research program in the prevention of personality and behavior disorders in children. Preliminary report. California State Department of Education, Sacramento, Ca. 1959.

Beisser, P. and Van Vleet, P. AML Behavior Rating Scale: the early identification of behavior problem children and multi-problem families. Office of San Mateo County Superintendent of Schools, Redwood City, Ca. 1962.

A simple, reliable screening technique for classroom use.

Castenada, A., McCandless, B. R. and Palermo, D. S. "The child's form of the manifest anxiety scale." Child Development, 1956, Vol. XXVII, 327-332.

Cohen, T. D. "Prediction of underachievement in kindergarten children." Archives of General Psychiatry, 1963, November, Vol. IX, 444-450.

Cutler, L. D. "Research evaluation of a school mental health program." Amer. J. of Orthopsychiatry, 1961, Vol. XXXI, 339-346.

Harris, C. W. Problems in measuring change. Madison: University of Wisconsin Press, 1963.

Klein, D. and Lindemann, E. "Approaches to preschool screening." J. of School Health, 1964, Oct., Vol. 34, 365-373.

Six experimental programs are described, including Wellesley Human Relations Service, Sumter County (S. Carolina) program, Southshore Guidance Center, California in-school screening.

Kueffer, E.A. "The Haworth sexual differentiation scale: A validation study." 1968. Unpublished dissertation. University of California, Berkeley, Ca.

Validates AML Behavior Rating Scale as reliable screening instrument.

Lambert, N. "Predicting and evaluating effectiveness of children in school." In E. Bower, W. Hollister, (Eds.) Behavior Science Frontiers in Education. New York: J. Wiley and Sons, 1967.

PACE I.D. Center
South San Francisco Unified School District

Lambert, N. and Hartsough, C. S. "Measurement in relation to mental health programs." Review of Educational Research, 1965, Dec., Vol. XXXVII: No. 5.

Lambert, M. "Early identification of youth with potential mental health problems." The High School J.

Lennon, R. T. Testing and the culturally disadvantaged child. New York: Harcourt, Brace and World, 1964.

Lindemann, E. and Ross, A. A follow-up study of a predictive test of social adaptation in pre-school children. Human Relations Service. Mimeographed report. Wellesley, Mass.

Muir, R. C. et. al. Intelligence, personality and achievement. Montreal, Canada. A longitudinal study of middle class children, ages 5 to 6. (ED 019 686)¹

O'Neal, P. and Robbins, L. N. "The relation of child behavior problems to adult psychiatric status: a 30 year follow-up of 150 subjects." Amer. J. of Psychiatry, 1958, Vol. CXIV, 961-969.

O'Shea, C. and Lee, W. Twenty California school superintendents' opinions of pupil personnel services. School of Social Welfare, University of California, Berkeley, Ca. (unpublished report) 1964.

Pim, J. B. and McClure, G. "A screening device for early detection of emotional disturbance in a public school setting." Exceptional Children, 1967, May, Vol. XXXIII, 647-648.

Stringer, L. A. and Glidewell, J. C. Early detection of emotional illnesses in school children. The blind interview study. Clayton, Mo.: Division of Research and Development, St. Louis County Health Dept., 1967, April.

Toby, J. "Early identification and intensive treatment of predelinquents: a negative view." Social Work, 1961, July: Vol. 6, No. 3.

Ulmann, C. A. "Identification of maladjusted school children." Public Health Monograph, No. 7. Washington, D.C. : Federal Security Agency, 1952.

Teachers are effective in identifying maladjusted children.

Westman, J. C., Rice, D. L., Bermann, E. "Nursery school behavior and later school adjustment." Amer. J. of Orthopsychiatry, 1967, Vol. XXXVII: No. 4, 725-731.

In a retrospective study using nursery school records and cumulative records through high school years, nursery school teachers' evaluations were valuable in successfully predicting later maladjustment of pupils.

1. Code numbers refer to ERIC, University of Illinois, Urbana, Ill. 61801.

PACE I.D. Center
S.S.F.U.S.D.

Zax, M. Cowen, E., Rappoport, J., Beach, D. and Laird, S. "Follow up study of children identified early as emotionally disturbed." J. of Consulting Psychology, 1968, Vol. XXXII: No. 4, 369-374.

The findings support the hypothesis that early disturbance in children is not transitory but foretells later difficulty.

Zax, M., Cowen, E.L., Izzo, L.D. and Trost, M. "Identifying emotional disturbance in the school setting." Amer. J. of Orthopsychiatry, 1964, Vol. XXXIV, 449-454.

EARLY CHILDHOOD

Deutsch, M. The Deutsch model institute for developmental studies. New York: 1968.

Hechinger, F. M. (Ed.) Pre-school education today. Garden City, N.Y.: Doubleday & Co., 1966.

An excellent volume of basic readings for parents, teachers, and school administrators.

Hess, R. D. and Bear, R. M. (Eds.) Early education: current theory, research and action. Chicago: Aldine Publishing Co., 1968.

The proceedings (papers and discussion) of a conference. The focus was on environmental conditions facilitating mental growth. An excellent collection of scholarly, stimulating reports and exchange of ideas.

Hoffman, M. L. and Hoffman, L. W. Review of child development research. Vols. I and II. New York: Russell Sage Foundation, 1966.

Holt, J. How Children Fail, Pitman Publishing Co., 1964.

Josselyn, Irene. Psychosocial development of children. New York: Family Service of America, 1948.

One of the best basic texts for understanding the process of child development.

CLINICAL

Berlin, I. N. and Szurek, M. D. (et al.) Learning and its disorders. Palo Alto, Ca.: Science and Behavior Books, 1965.

This is Vol. I of Clinical Approaches to Problems of Childhood in the Child Psychiatry Series of the Langley Porter Children's Service. These papers are

PACE I.D. Center
S.S.F.U.S.D.

concerned with the early infant-parent relationship essential for optimal learning and healthy living and the role of teachers in children's learning experiences

Blom, G., Rudnick, M. and Weiman, E. "A psychoeducational treatment program: implications for the development of potentialities in children." Explorations in Human Potentialities. Springfield, Ill.: Thomas Publishers, 1966.

Bolman, W. M. and Westman, J. "Prevention of Mental Disorder: An Overview of Current Programs." Amer. J. of Psychiatry, 1967: 123 (9), 1058-1068.

Dudek, S. Z. and Lester, E. P. "The good child facade in chronic under-achievers." Amer. J. of Orthopsychiatry, 1968, Jan., Vol. XXXVIII: No. 1, 153-160.

Jenkins, R. L. "Classification of behavior problems in children." Amer. J. of Psychiatry, 1969, Feb., Vol. CXXV, No. 8, 1032-1039.
Description of six reactions representing symptomatic clusters. They are: 1) the hyperkinetic, 2) the withdrawing, 3) the over-anxious, 4) the unsocialized aggressive, 5) the runaway, 6) the group delinquent.

The main point is that too often there is a tendency to generalize the treatment of all cases from the psychoneurotic model, but analytic psychotherapy is inappropriate for 5 of the six types. It is suitable only for the overanxious child.

Jenkins, R. L. "The varieties of children's behavioral problems and family dynamics." Amer. J. of Psychiatry, 1968, April, Vol. 124: 10, 134-137.

Leach, J. M. "Casework techniques in the treatment of behavior disorders." Casework papers from National Conference of Social Work. New York: Family Service Association of America, 1956.

Millar, T. P. "The child who does not finish his work." Archives of General Psychiatry, 1967, Vol. 17: 1, 9-15.

Failure to finish school work is often a symptom of immaturity - a failure of certain aspects of ego functioning to develop at the usual rate. These children show the following signs of immaturity: intolerance of delay, omnipotence, low self esteem.

Retention is not advisable. The psychiatrist must include both the school and the family in program of intervention to promote maturation.

PACE I.D. Center
S.S.F.U.S.D.

Poser, E. G. "The effect of therapist training on group therapist outcome." Consulting Psychology, 1966, Vol. XXX, 283-289.

Redl, Fritz. When we deal with children: Selected writings. New York: Free Press, 1966.

Stennett, R. G. "Emotional handicap in the elementary years: phase or disease." Amer. J. of Orthopsychiatry, 1965: Vol. 35, 444-449.

Work, H. H. and Call, J. D. A guide to preventive child psychiatry. New York: McGraw-Hill, 1965.

An excellent, lucid account of the essentials of psychosocial growth of children, both normal and abnormal and their changing relations with their parents. The authors demonstrate potential difficulties and the steps necessary for prevention. A concise book of particular value for parents and teachers.

EDUCATION

Baer, D. and Harris, F. "Control of nursery school children's behavior by programming social reinforcement from their teachers." Amer. Psychologist, 1963, Vol. 18, 343.

Becker, W. C., Madsen, C. H., Arnold, C. R. and Thomas, D. R. "The contingent use of teacher attention and praise in reducing classroom behavior problems." J. of Special Education, 1967: Vol. 1, 287-307.

Biber, B. "Integration of mental health principles in the school setting." In G. Caplan (Ed.) Prevention of mental disorders in children. New York: Basic Books, 1961, 323-52.

Excellent. Mental health criteria on p. 326 used as counsellor's daily summer assessment of PACE I.D. Center subjects. Also used as in-service technique.

Bower, E. M. and Hollister, W. G. Behavioral science frontiers in education. New York: J. Wiley and Sons, 1967.

Brown, P. and Elliot, R. "The control of aggression in a nursery school class." J. of Experimental Child Psychology, 1965, Vol. II, 103-107.

Clarizio, H. F. and Velon, S. L. "Learning theory approaches to classroom management: rationale and intervention techniques." J. of Special Education, 1967, Spring: Vol. I, 267-274.

PACE I.D. Center
S.S.F.U.S.D.

Costin, L. An analysis of the tasks in school social work as a basis for improved use of staff. The Jane Adams Graduate School of Social Work, University of Illinois, Urbana, Ill. February, 1968. USOE Bureau of Research grant.

Cox, H. R. Effect of maternal attitudes, teacher attitudes, and type of nursery school training on the abilities of pre-school children.

Donahue, G. T. and Nichtern, S. Teaching the troubled child. New York: Free Press, 1965.

The Elmont (N.Y.) Project used teacher-moms, under the supervision of regular elementary school teachers to work on a one to one basis with seriously disturbed children.

Glavin, J. P. and Quay, H. C. "Behavior disorders." Review of Educational Research, 1969, Feb., Vol. XXXIX: No. 1, 83-102.

An excellent survey which concludes with recommendation for broader program of intervention, perhaps application of an ecological model (to the public schools with group therapy and training in behavior management for the parents.)

Kelleher, D. "A model for integrating special educational and community mental health service." J. of Special Education, 1968, Vol. 2: No. 3, 263-272.

The model was derived from a pilot project in Hemstead, N. Y. integrating efforts of parents, therapists, teachers and child care counselors. The author stresses importance of developing ways in which a child shares responsibility for plans to change.

McBeath, M. "The application of behavioral techniques to child rearing practices." A paper presented at the Cubberley Conference, Stanford University, Ca. 1965.

Michiels, L. J. "The indigenous pupil personnel worker in the elementary school." Psychology in the Schools, 1968, Vol. V: No. 4, 342-350.

Millar, T. P. "Psychiatric consultation with classroom teachers." J. of American Academy of Child Psychiatry, 1966, January, Vol. V: No. 1.

Myklebust, H. R. (ed.) Progress in learning disabilities. Vol. I. New York: Grune & Stratton, 1968.

The first of a series dealing with learning disabilities from a psychoneurological standpoint. EDO20605

Newman, R. Psychological consultation in the schools: a catalyst for learning. New York: Basic Books, 1967.

PACE I.D. Center
S.S.F.U.S.D.

Newman, R. G. and Keith, M. (eds.) The school-centered life space interview. School research program PHS Project OM525. Washington School of Psychiatry, Washington, D. C., 1963.

Newton, M. R., Brown, R., and Dabbs, N. R. Sumter Child Study Project. Preliminary Report. Sumter, South Carolina, 1967.

A pre-school program to prepare deprived children of ages 3 to 5 for effective use of primary school. Based on procedures developed by Nimnicht, Deutsch and Spaulding which emphasize "a responsive environment, a cognitive enriched program, small groups, teaching teams, ordered maturity of language, physical and social skills, sensory motor coordination, and the use of the teacher as a positive reinforcer."

Major intervention staff includes clinical psychologist, psychiatric social worker team, with consultant psychiatrist and two pediatricians.

Nimnicht, G. "The responsive model follow-through program." Berkeley: Far West Laboratory for Educational Research and Development, 1969, Jan. (mimeographed paper).

Based on experimental pre-school program developed by McAfee, Mier and Nimnicht at New Nursery School of Colorado State College. It is planned to extend the program to include children ages 3 thru 9.

Ojemann, R. H. "Investigations on the effects of teaching an understanding and appreciation of behavior dynamics." In G. Caplan, (Ed.) Prevention of mental disorders in children. New York: Basic Books, 1961. 378-397.

Training of teachers should include study of motivating forces operating in the child and how these forces can be expressed constructively. Teachers should develop a causal orientation.

Phillips, B. N. "Problem behavior in the elementary school." Child Development, 1968, Vol. XXXIX, 895-903.

Quay, H. C., Morse, W. C. and Cutler, R. L. "Personality patterns of pupils in special classes for the emotionally disturbed." Exceptional Children, 1966, January, Vol. 32, 297-301.

Rhodes, Wm. C. "Utilization of mental health professionals in the school." Review of Educational Research, Vol. XXXVIII: No. 5, 497-511.

Roen, S. "Primary prevention in the classroom through a teaching program in the behavioral sciences." In E. Cowen, E. Gardner, M. Zax (Eds.) Emergent approaches to mental health problems. New York: Appleton, Century, Crofts, 1967, 252-268.

A program for 4th graders in Hingham, Mass. is described. The teaching method used the causal approach, demonstrated

PACE I.D. Center
S.S.F.U.S.D.

the program's potential for prevention of emotional problems through fortification of the ego, greater comfort in school, recruitment and the spread of effect.

Rosenthal, R. and Jacobson, L. "Self-fulfilling prophecies in the classroom: teachers expectations as unintended determinants of pupils' intellectual competence." In M. Deutsch (Ed.), Social class, race and psychological development. New York: Holt, Rinehart and Winston, 1968, 219-253.

Rosenthal, R. Jacobson, L. Pygmalion in the classroom. New York: Holt, Rinehart and Winston, 1968.

Deals with teachers' perceptions of children and expectations.

Simmons, John. "Role playing as a method of teaching psychology in the elementary schools." J. of School Psychology, 1965, Autumn, Vol. 4: 13-15.

Smith, H. "Pupil personnel services." School Social Work, Bulletin No. 150E-31007, 1964, Office of Education, U. S. Department of H. E. W., Washington, D. C.

Thomas, D. A., Nielsen, L. J. Kuypers, D., and Becker, W. C. "Social reinforcement and remedial instruction in the elimination of classroom behavior problems." The J. of Special Education, 1968: Vol. 2: No. 3, 291-302.

Vacc, N. A. "A study of emotionally disturbed children in regular and special classes." Exceptional Children, 1968, November, Vol. 35: No. 3, 197-206.

Werry, J. S. and Wollersheim, J. P. "Behavior therapy with children: a broad overview." Amer. Academy of Child Psychiatry J., 1967, Vol. VI, 340-370.

Zax, M. and Cowen, E. L. "Early identification and prevention of emotional disturbance in a public school." In E. Cowen, E. Gardner, M. Zax (Eds.) Emergent approaches to mental health problems. New York: Appleton, Century, Crofts, 1967, 331-351.

A description of a program in a public school of Rochester, N. Y. The mental health team consists of project psychologist, social worker and consulting psychiatrist, and non-professional aides.

PACE I.D. Center
S.S.F.U.S.D.

COMMUNITY MENTAL HEALTH

Albee, G. W. "Emerging concepts of mental illness and models of treatment: the psychological point of view." Amer. J. of Psychiatry, 1969, Jan., Vol. 125:7, 870-876.

Amos, W. and Wellford, C. (Eds.) Delinquency prevention: theory and practice. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

Bellak, L. (Ed.) Handbook of community psychiatry and community mental health. New York: Grune and Stratton, 1964.

Bolman, W. M. "An outline of preventive programs for children." Archives of General Psychiatry, 1967, Vol. 17, 5-8.

Bower, E. M. "Mental health in education." Review of Educational Research, 1968, Dec., Vol. XXXVIII: No. 5. 447-459.

Bredemeier, H. "Proposal for an adequate socialization structure." Urban America and the Planning of Mental Health Services. Group for Advancement of Psychiatry, Symposium No. 10 Vol. V., Nov. 1964.

Brownbridge, R. and Van Vleet, P. (Eds.) Investments in prevention - toward community action. Asilomar Report - 1968. PACE I.D. Center, South San Francisco Unified School District, Ca.

Caplan, G. Prevention of mental disorders in children. New York: Basic Books, 1961.
Excellent.

Deshler, B. and Erlich, J. L. "The school community and a new agent of change." The Record-Teachers College, 1968, Vol. 69: No. 6., 543-553.

Gildea, M. C., Glidewell, J. C. and Kantor, M. B. "The St. Louis County school mental health project: history and evaluation." In E. Cowen, E. Gardner, M. Zax (Eds.) Emergent approaches to mental health problems. New York: Appleton, Century, Crofts, 1967, 290-306.

The project began in 1947, was reported in detail by Glidewell, et al. in 1957. The problem was to compare the effects of three levels of operation of the school-centered mental health programs in St. Louis County. The results were inconclusive.

Glidewell, J. C. and Swallow, C. S. The prevalance of maladjustment in elementary schools. A report prepared for the Joint Commission on the Mental Health of Children. Chicago: University of Chicago, 1968.

PACE I. D. Center
S.S.F.U.S.D.

Haylett, C. H. and Rapoport, L. "Mental health consultation." In L. Bellak, (Ed.) Handbook of Community psychiatry and community mental health. New York: Grune and Stratton, 1964, 319-339.

Johoda, M. Current concepts of positive mental health. New York: Basic Books, 1958.

Kellam, S. G. and Schiff, S. K. "Adaptation and mental illness in the first grade classrooms of an urban community." Psychiatric Research Reports, 1967, Vol. 21, 79-92.

Klein, W. L. "The training of human service aides." In E. Cowan, E. Gardner, M. Zax (Eds.) Emergent approaches to mental health problems. New York: Appleton, Century, Crofts, 1967, 144-161.

Lewis, W. W. "Project Re-Ed: educational intervention in discordant child rearing systems." In E. Cowan, E. Gardner, M. Zax (Eds.) Emergent approaches to mental health problems. New York: Appleton, Century Crofts, 1967.

Sponsored by Geo. Peabody College for Teachers and the State Dept. of Mental Health in Tennessee and No. Carolina. Tested a brief, intensive residential treatment program. The orientation is ecological and educational; education is viewed as process of socialization. Teacher-counselors live and work with the pupils. A social worker acts as coordinator with referring agencies who work with parents.

Morse, W. C. "Enhancing the classroom teacher's mental health function." In E. Cowan, E. Gardner, M. Zax (Eds.) Emergent approaches to mental health problems. New York: Appleton, Century, Crofts, 1967.

A review of the Michigan school mental health programs. Training in mental health concepts helped teachers to work more effectively. Redl's concept of the life space interview was taught and considered valuable. Teachers improved in directness, assertiveness and self-confidence, and felt they gained in ego strength thru participation in the program (knowledge level did not rise). The experimental group of parents became more self-confident in their relationships with their children, gained more understanding of their role as parents, became more involved with the school.

Ogg, E. New Ways to Better Communities. Public Affairs Pamphlet No. 413. New York, 1968.

Pavenstedt, E. (Ed.) The Drifters. Boston: Little, Brown, 1968.

PACE I.D. Center
S.S.F.U.S.D.

Peck, H. B., Roman, M. and Caplan, S. R. "Community action programs and the comprehensive mental health center." Psychiatric Research Reports, 1967, Vol. 21, 103-121.

Description of a comprehensive mental health center for the disadvantaged and suggestion that it aim for social change. The authors offer a plan for coordination of social-action and mental health approaches, using decentralized neighborhood based services and indigenous personnel.

The location is the South Bronx, New York City, Lincoln Hospital Mental Health services. There is a demonstration project in a K-6 school near one of its neighborhood service centers.

Rioch, M. J., Elkes, C., Flint, A. A., Usdansky, B. S., Newman, R. G. and Silbert, E. "National institute of mental health counselors." Amer. J. of Orthopsychiatry, 1963, Vol. 33: 678-689.

Rogers, Carl. "Mental health findings in three elementary schools." Educational Research Bulletin, Ohio University Research Bureau, 1942, March, Vol. XXI: No. 3.

Rogers, Carl. "The criteria used in a study of mental health problems." Educational Research Bulletin, Ohio University Research Bureau, 1942, Vol. XXI: No. 2.

San Mateo County plans for health action - a therapeutic community blueprint for prevention and self-help. 1965. San Mateo County Action Study Committee on Community Health Services, Don Heath, (Ed.).

Sarason, S. Psychology in community settings: clinical, educational, vocational and social aspects. New York: John Wiley and Sons, 1966.

Schiff, S. K. and Kellam, S. G. "A community-wide mental health program of prevention and early treatment in first grade." Psychiatric Research Reports, 1967, Vol. 21, 92-102.

Stickney, S. B. "Schools are our community mental health centers." Amer. J. of Psychiatry, 1968, April, Vol. 124: 10, 101-108.

The Pittsburgh school mental health program is described as a model.

PACE I.D. Center
S.S.F.U.S.D.

FAMILY

Bell, N. W. and Vogel, E. F. A modern introduction to the family. New York: Free Press, 1960, 382-397.

Chapter on the emotionally disturbed child as family scapegoat.

D'Angelo, R. Y. and Walsh, J. F. "An evaluation of various therapy approaches with lower socio-economic group children." J. of Psychology, 1967, September, Vol. LXVII, 59-64.

Gall, M., Josselyn, I. and Kugland, R. "Workshop on understanding and working with hard to reach families." Mimeographed Paper. Phoenix, Arizona, 1962.

Glueck, S. and Glueck, E. Family environment and delinquency. Boston: Houghton, Mifflin Co., 1962.

Henderson, R. W. (investigator) reported by Patrick, D. L. "Environmental stimulation and intellectual development of Mexican-American children: an exploratory project." Research Related to Children Bulletin No. 21, Clearinghouse for research in childlife, U. S. Office of Education, 1967, April.

Hess, R., Shipman, V. Maternal attitude toward the school and the role of pupil, some social class, comparisons. University of Chicago, 1966. A four year study shows that mothers' attitude toward school influences young child's school functioning and his ability to deal with adults. Mothers in three lower class groups influenced child to perceive school as an authoritarian institution rather than a place of learning.

Medinnus, G. R. Readings in the psychology of parent child relations. New York: John Wiley and Sons, 1967.

Minuchin, S. and Montalvo, B. "Techniques for working with disorganized low socio-economic families." Amer. J. of Orthopsychiatry, 1967, Vol. XXXVII, No. 5, 880-887.

Morse, W. C., Finger, D. C. and Gilmore, G. E. "Innovations in school mental health programs." Review of Educational Research, 1968, Dec., Vol. XXXVIII, No. 5, 460-473.

Nimnicht, G. "Why are poor children intellectually deprived?" Mimeographed Report. Berkeley: Far West Laboratory for Educational Research and Development, 1969, February.

Pearl, A. and Riessman, F. New careers for the poor. New York: Free Press, 1965.

Reiner, B. J. and Kaufman, I. Character disorders in parents of delinquents. New York: Family Service Assoc. of America, 1959.

Rieff, R. and Riessman, F. "The indigenous non-professional." Community Mental Health Journal. Monograph Series, No. 1, Irvington-on-Hudson, New York, 1965.

Scherz, F. H. "Treatment of acting-out character disorders in a marital problem." Casework papers from National Conference of Social Work. New York: Family Service Assoc. of America, 1956.

Tasem, M., Augenbraun, B., Brown, S. L. "Family group interviewing with preschool child and both parents." Amer. Academy Child Psychiatry J., 1965, Vol. 4: No. 2, 330-340.

Washburne, V. "Development of a curriculum for pre-parental education." Painsville, Ohio: Lake Erie College. 7-1-67 through 6-30-68.

Williams, F. S. "Family therapy - a critical assessment." Amer. J. of Orthopsychiatry, 1967, Oct., Vol. XXXVII: No. 5, 912-919.

Wiltse, K. T. "The hopeless family." The Social Welfare Forum. New York: Columbia University Press, 1958.

THE DISADVANTAGED

Beck, J. M., Saxe, R. W. Teaching the culturally disadvantaged pupil. Springfield, Ill.: Chas. Thomas Co., 1967.

Written primarily for the elementary school.

Deutsch, M. "The disadvantaged child and the learning process." In A. H. Passow, (Ed.) Education in depressed areas. New York: Teachers College Press, Columbia University, 1963, 163-179.

Gordon, S. "The mythology of disadvantage." Grade Teacher, 1968, Dec., Vol. 86: No. 4, 70-75.

Author states that creative teaching, rather than curriculum innovation and prevention or early intervention rather than remediation are crucial.

Gray, S. Educational deprivation in young children - analysis and program development. Nashville, Tennessee: George Peabody School for Teachers, 1965 - 1967.

Hamburger, M. The impact of socially disadvantaged status on school learning and adjustment. New York: New York University, 1963.

Karno, M. and Edgerton, R. B. "Perception of mental illness in a Mexican-American community." Archives of General Psychiatry, 1969, Feb., Vol. XX, 233-238.

The results of an investigation as to the low incidence of Mexican-Americans as psychiatric patients throughout California. The under representation does not reflect lesser incidence of psychiatric disorders. Social and cultural (factors) attitudes are the cause.

PACE I.D. Center
S.S.F.U.S.D.